



## Course changes create opportunities

BY KIM RATHBONE  
Staff reporter

In order to help freshmen at the general education and advanced placement levels, changes have been implemented for next year in the math and science curricula.

"The kids aren't passing because they don't know their basic arithmetic skills," Guidance Chair Jeff Lewis said. "The math department needed to find a better way to help the students."

The math department has added a new Algebra I course that lasts two years, in addition to the regular one year course. The class is designed to include pre-algebra during the first year and Algebra I during the second year.

Eighth grader Robyn Margulies feels this change is positive.

"It provides aid for the kids who need a little more help than one year [provides]," Margulies said.

According to Department Chair Raymond Skitzki, the math department feels the new curriculum will provide students with algebra starting in the ninth grade.

"Too many students were taking pre-algebra and in turn it affects the sciences," Skitzki said.

Next year the general education physical science classes will be divided into two groups; 9th and 10th graders will be in one class, and 11th and 12th graders will be in another.

"In the past, when a student took the general education math class, [the science department] recommended that they do not take physical science in the ninth grade," Science Department Chair David McNamara said.

The classes are grouped together by



**FINDING THE SOLUTION.** Georgette Young conducts her honors geometry class. Next year, freshmen will be eligible to enter the advanced placement track. Other changes in the course selection include new 12th grade honors classes and reorganization of the general education physical science classes.

Photo by Jason Hamilton

grades because the students remain with their peers, Lewis said.

"Some kids that did not belong in the college preparation science class because they were in a general education math class enrolled in the class anyway to follow their friends," McNamara said. "Those kids can't learn science too well if they do not know the math."

Junior Adam Keating agreed.

"When kids don't do well in math or science, they're afraid of them. [The changes]

allow them to deal with the situation."

Other changes in the math department include new ninth grade advanced placement classes and 12th grade honors classes.

Previously, advanced placement math classes were only available to 10th graders and above. However, changes in the course selection will allow students to take the advanced placement class in the ninth grade.

"The [advanced placement] class is good because I need the challenge, and this would be good for me," Margulies said.

In the past, the 12th grade honors class was called Introduction to College Math. Next year, the class will be called AB Calculus.

The first semester classifies as honors, and the second is advanced placement. The course is designed to prepare the students for the AB Calculus Advanced Placement test.

In addition to these changes, the math department is working on semester math courses for students who fail the first semester of a full year course.

## SGORR praised for efforts to end school racism

BY NANOR TABRIZI  
Staff Reporter

The Student Group on Race Relations received an award from Shaker's Human Relations Commission on Jan. 17 at The Plymouth Church of Shaker during the Martin Luther King city celebration.

The award was presented to SGORR in appreciation of the group's hard work and efforts, according to Earl Leiken, a

member of the Shaker school board who presented the award to SGORR.

"SGORR has over a period of years worked very hard to improve relations between races," Leiken said.

Members of SGORR believe that the award will help the group gain more recognition throughout the school and the community.

"The award will make us work even harder. It will let more people know that we are there to help and that what we are doing is important," said freshman member Dorian Thornton.

In addition, SGORR has earned other acknowledgements, such as the Ohio Governor's Youth Recognition Award for peace. The group's curriculum has also been voted one of the top 100 in the country by the Executive Education in cooperation with the National School Board Association.

The organization was established in 1983 by a group of 15 students dedicated to alleviating the racial tensions they felt were present at Shaker. The group has grown to include 150 students.

According to Marcia Jaffe, the teacher adviser of SGORR, the group's success is partly due to the fact that SGORR has been active throughout the Shaker community.

SGORR plays a key role with younger children by visiting sixth grade classrooms in a series of three trips. In the elementary schools, SGORR members help sixth graders examine the issues of prejudice, polarization and discrimination.



*The award will make us work even harder. It will let more people know that we are there to help and that what we are doing is important.*

—Dorian Thornton

"We learn not to be prejudiced by playing games. We also learn about different races and cultures," said Cara Barnard, a sixth grade student at Woodbury who has been visited by SGORR.

According to sixth grader Brad Keys, the personal attention given to him by SGORR members helps him learn not to discriminate

against people of other races or religions.

Many SGORR members believe that the group has allowed them to share their opinions on prejudice and discrimination in general.

"SGORR gives me a good forum in which to speak about my opinions on race relations," sophomore member Clay Weiner said.

Senior member Leveeta Barker believes that the lessons taught by SGORR can last a lifetime. Barker said she remembers what SGORR taught her when she was in the sixth grade because the concepts were taught at her level of understanding.

"If I can remember the lessons taught to me by SGORR, then others can too," Barker said.

Other activities of SGORR include visits to local churches and participation in a group called National Council of Christians and Jews, which has worked with groups similar to SGORR in other schools.

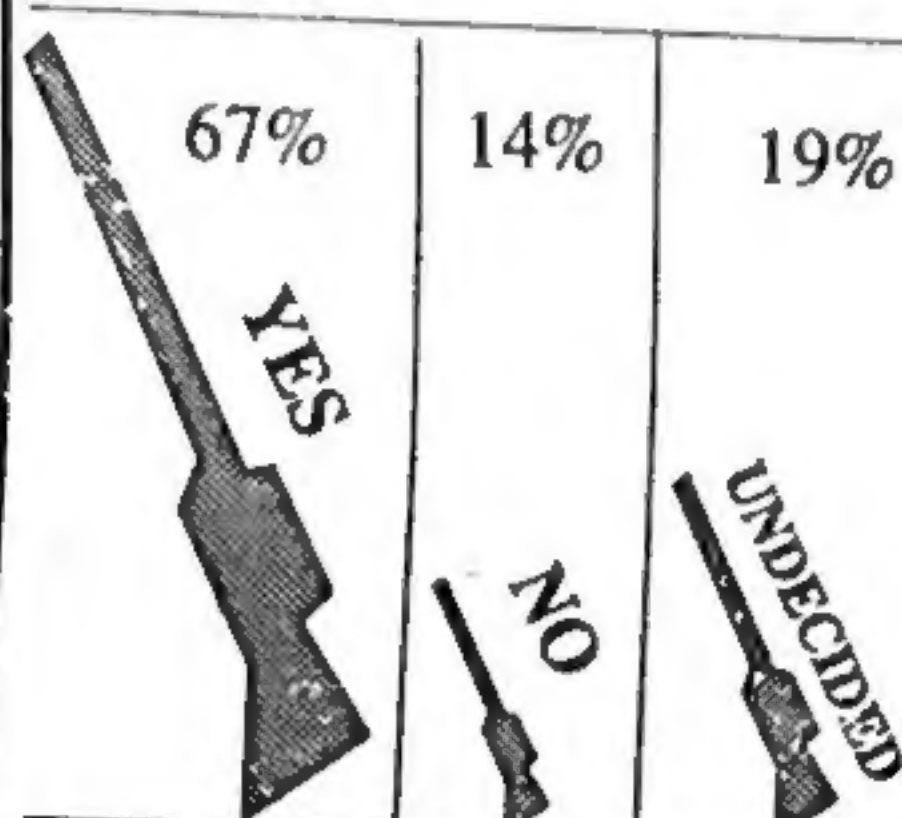
SGORR holds an activity called Racial Harmony Positive, in which the parents of Shaker students come to witness what their children are learning in SGORR.



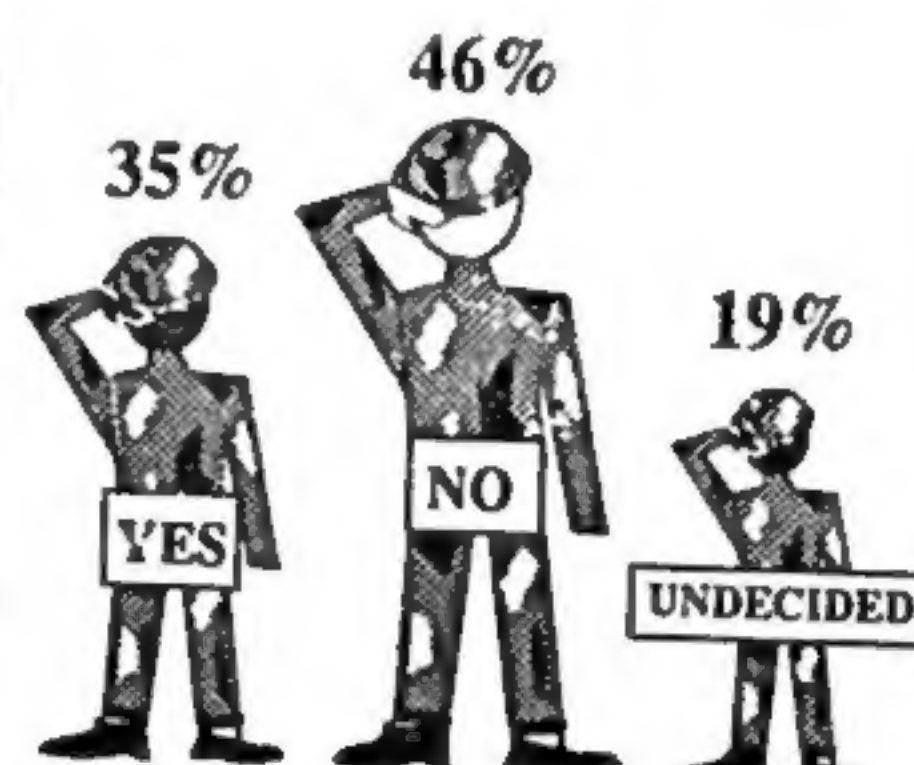


## THE AFTERMATH: Students respond to the cease fire

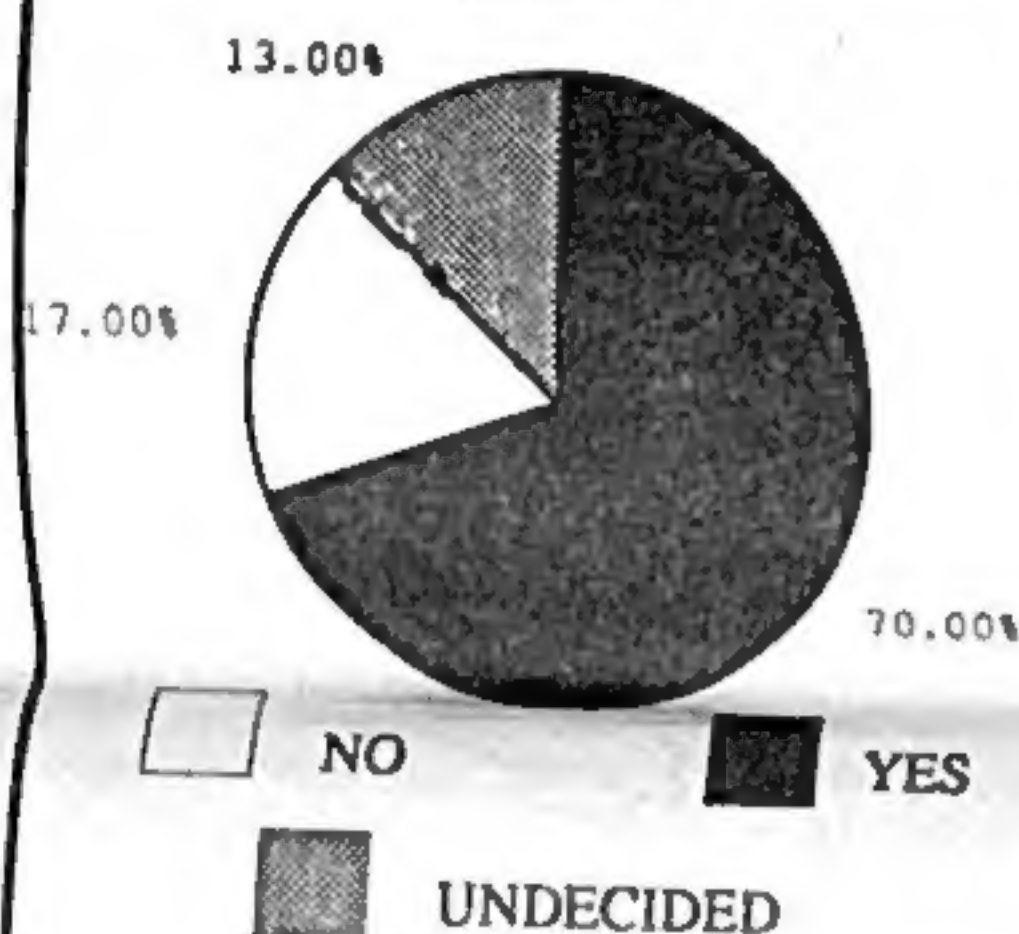
Are you satisfied with the outcome of the Gulf War?



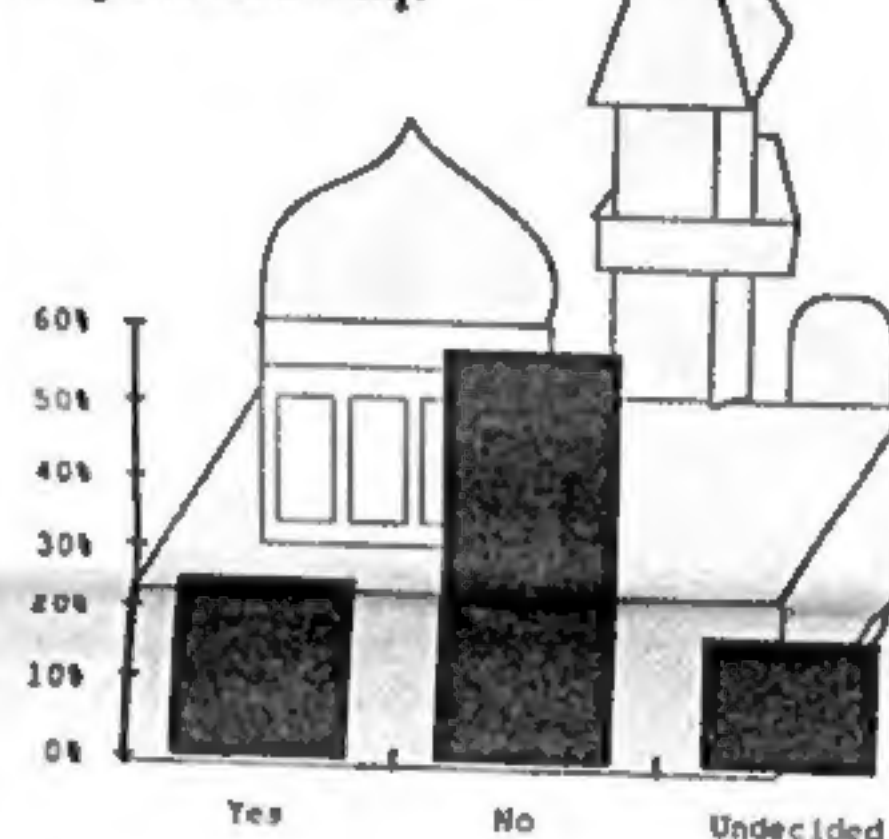
Do you feel that the loss of life as a result of the Gulf War was justified?



Do you believe that Iraq should have to pay war reparations?



Should the United States help rebuild Iraq?



Graphics by Kathryn Schulz

## Newby appointed to new position in curricula planning

BY CARRIE LYONS  
Staff Reporter



**REBUILDING THE CURRICULUM.**  
Dr. William Newby was appointed Chair of Curriculum and Instruction.

Photo courtesy of Gristmill

Dr. William Newby, chairman of the English department, has recently been appointed Chair of Curriculum and Instruction. Newby will assume his position starting next year.

According to Newby, as Chair of Curriculum and Instruction he will work closely with department chairs and faculty committees to evaluate current curricula. If changes are deemed necessary, Newby says he will work with the departments to help plan and implement those changes.

Newby also plans to work in a variety of other areas.

"I will be doing a number of other things to help the school operate, such as helping to develop the yearly master schedule," Newby said.

Newby would also like to look at the way new teachers are welcomed into the faculty at Shaker and possibly expand the present mentoring program.

"Currently, when new teachers are hired, they are assigned a 'big buddy' teacher to help them adjust to teaching at Shaker. Other schools have more elaborate systems, and I would like to see if we can do similar things," Newby said.

School assemblies that better assess the needs of the school will also be a top priority. Newby believes these assemblies might allow the student body to explore important issues as an entire school. For example, there may be more assemblies that address learning issues, such as perseverance and self discipline.

"We are looking at the possibility of having assemblies to address the study of Cleveland or our urban environment," Newby said.

A member of the National Council of Teachers of English Committee on Language and Learning Across the Curriculum, Newby has just published an article in *English*

*Leadership Quarterly* on whole language, a new approach to the teaching of English.

Under Newby's leadership, members of the English department have been exploring whole language theory and experimenting with its applications. This has included workshops, reading journals and a wider variety of writing assignments.

Newby, a teacher at the high school since 1969, has a doctorate in counseling psychology with a special emphasis on organization and development.

His recent contributions to Shaker are designing the current attendance procedures, co-editing this year's *Program Planning* guide, and co-directing the Takalon exchange program.

"I feel blessed to have had the opportunity to work at Shaker the last 20 years. Each decade has brought its unique challenges and satisfactions," Newby said.

He expects the next decade to be the same and looks forward to his new role "as another opportunity to contribute to the school I care about."

## Administration seeks better proficiency test results, effort

BY ANDY ELLNER  
Staff Reporter

After 49 percent of the freshman class failed at least one section of the state mandated proficiency test, administrators and students expressed concern.

"In no way do these test results reflect what kids know or can do. They reflect preparation for the test: what the school did or did not teach," Rumbaugh said. "I don't want anyone to think that the results say Shaker is losing status academically."

Rumbaugh feels the test is being used as an instrument of the state to eventually achieve a standardized state curriculum. He said for schools to score well on these tests, they will be forced to teach what the state prescribes.



*If we can get most students to take these tests seriously, I believe they will do well and be proud of their achievement when the results are published.*

—Principal Jack Rumbaugh

"I'm disappointed that the state would choose this means to change curriculum; this is a misuse of state power," Rumbaugh said. "But I also recognize the need for us to be ranked on the top."

Many students agree that the outcome of the testing was troubling.

"I'd say that these are pitiful results because Shaker should be doing better, period," freshman Lindsey Marsh said.

Students attribute the weak showing to a variety of things ranging from the test itself

to the students.

"The questions were stupid. It asked things we learned in sixth grade," said freshman Nate Newton. "Nobody wanted to take it, and many people were nervous about it."

Others feel the students are at fault for not preparing or not taking the test seriously.

"It was about determination. If you wanted to pass, you would," Marsh said.

In a letter sent to the faculty, Rumbaugh expressed a similar opinion.

"If we can get most students to take

these tests seriously, I believe they will do well and be proud of their achievement when the results are published," Rumbaugh stated in the letter.

The letter asked teachers to encourage students in their preparation for the second set of testing days, March 4 to March 7. On these days, the tests were given to all sophomores, juniors and seniors as well as freshmen who did not pass any portion of the test administered in November. The freshmen were required to make up only those portions they failed.

Rumbaugh foresees a 75 percent passing rate of all the tests as a realistic goal for the sophomores and upperclassmen participating in the March testing and a similar rate for the freshmen following their make ups.

As a long term goal, Rumbaugh said he hopes for a 90 percent passing rate.

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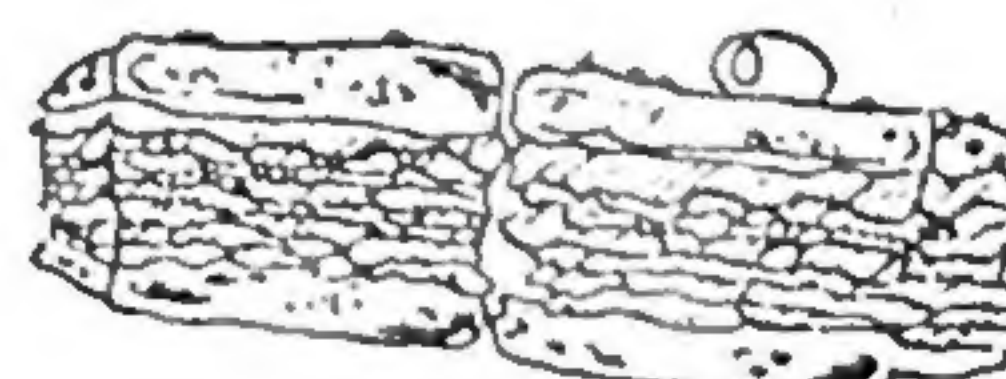


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## Creative prose gains greater audience

BY MARK SMITH  
Staff Reporter

Three English teachers have found a way for their students' creative writing to reach a larger audience through student publications.

In these publications students wrote creative prose and poems. Original artwork by other students was used to illustrate the publications.

English Department Chair William Newby said the publications his classes produced were entirely student written, edited and formatted and enabled students to experience the publication process through their own writing.

The publications provided the students with an extended audience with whom to share their writing, Newby said. His classes' publications were displayed throughout the school.

Newby said the increased audience encourages students to take creative writing assignments because others may respond to their writing.

Student reactions to the publications of Newby's 11th grade A.P. English class were favorable.

"The project gave us a way to get to know the students in the class," junior Evan Makela said. "You could see who the more literary-minded people in the class were."

Junior Cathy Simon said that the production of her classes' publication, "Dream Class," unified the class.

English teacher Robert Johnson, whose classes also produced publications, finds them an essential component of his curriculum.

"I always believed that there needs to be some vehicle for composition beyond the teachers' desk," Johnson said.

English teacher Marianne Schwartz feels that since creative writing is not in the required curriculum, publications need to be produced so the students are given the opportunity for freedom of expression.

Schwartz, whose classes produce a book, said the end results of the publications give the students satisfaction.

"Students take a lot of pride in seeing their writing in a publication and are excited by the results," Schwartz said.

Newby provided a similar opinion.

"Some students are eager, some hesitant, but after the work is published they are proud that their work is displayed in a book," Newby said.

## Runaways...

# Theatre explores 'the streets'

BY JEFF EPSTEIN  
Staff Reporter

*Runaways*, a musical performance about the true stories of runaway kids, was presented by the Shaker theatre and music departments Feb. 22 and 23 and March 1 and 2. Close to 50 students performed in the show, which was directed by James Thornton with the help of Ron Morgan, who coordinated music.

"It's a great show for high school - almost all musicals are written for adults [to perform], whereas now we have students cast as younger characters," said Thornton, chairman of the theatre department.

The show was presented for two weekends in a row, which differs from usual, according to Thornton, who was glad the play was put on for two weeks.

"It's really a shame just to have it just one week," Thornton said.

Thornton compared the large cast to an athletic team playing for a season.

"Some teams don't begin to click until they are moving into the end of the season. With two weekends, we have more time to click," Thornton said.

Sophomore Andy Federer, who played the character Rick in the play, agreed.

"We improved with every performance... we got into a groove," said Federer.

The original musical was written by Elizabeth Swados, who composed the play after interviewing over 2,000 runaways. When the play was first performed, several actual runaways starred in it.

"There is a remarkable honesty and yearning connected to *Runaways* and to the performances given by our young performers who in this show get to play characters their age and heartbreakingly younger," said Thornton about the production.

The play is a collection of the stories of runaway kids, which range from broken families, to drug abusers, to child prostitutes.

"The play is about how people survive," said sophomore Kim Butler, whose character Nikki Kay Kane dies at the end of the play. "It's very disturbing. The first time we went through [*Runaways*] I went home shaking."

Junior Leah Thornton also felt the insight and power of the play.

"I think *Runaways* was different from other musical theatre productions because it gave both audience and performers an insight into the existence of runaway kids, instead of simply characterization and story line," Leah said.



**LET ME OUT.** Actors Jason Yarboro, Larry Knight, Charley Martin, David Bosse, Jason Buckles and Jeff Michel rehearse for the musical production of *Runaways*. The musical was based on playwright Elizabeth Swados' interviewing of over 2,000 runaways.

Photo courtesy of Theatre Department

According to James Thornton, the cast was overcome with a siege of sickness the week before the show.

"We've never had so many people sick. Three of the leads were sick and never did the final staging until the first show," Thornton said.

Many cast members said that producing *Runaways* was a strenuous but rewarding experience.

"*Runaways* was the most physically demanding show I've ever done," said junior Rider Babbitt. "Almost everyone had to learn something new."

Over 125 students came out for auditions held in December. Due to the large number, James Thornton took a cast of 50 for a play which was originally written for 20.

"Tryouts were a long process," said Federer. "They lasted over a week, but they were fun."

According to Butler, a pigeon which she was supposed to use during a scene in the play escaped Thursday night and was not captured until 10 minutes before the Saturday (Feb. 23) show.

"They cornered it in the sound cage," said Butler of the bird's eventual recapture.

## Senior Ben Leis sweeps Academic Decathlon competition

On Feb. 23, nine Shaker students competed with 32 teams from Ohio schools and placed fourth over all in the Academic Decathlon.

Participants wrote an essay, gave a prepared and impromptu speech, and were interviewed. Students also took part in an event called Super Quiz, based on Space Exploration.

Teams received both individual and group scores in all categories.

The team also placed first in the areas of Interview and Essay.

Ben Leis swept the tournament, earning bronze in essay, silver in history and math and gold in economics and literature. Leis received a \$1000 scholarship for placing first over all among participating Ohio students.

In the honors division, along with Leis' scores, Auster received the gold medal in Interview with a perfect score of 1000 points, and Schulz earned gold in Fine Arts and bronze in Essay, tying with teammate Leis.

In the Scholastic division Eppig earned silver medals in Science and Essay, and Stevens received bronze in speech. In the varsity division Stern received bronze in economics, and True earned silver in Speech.

The Shaker team consisted of juniors Kathryn Schulz, Jay Marston, Victoria True, and Michelle Stevens, and seniors Diana Williams, Dan Stern, Anitra Auster, Brian Eppig and Ben Leis. The team placed fourth over all behind first place Mentor, second place Willoughby South and third place Hudson.

### DECA officers elected

New officers were recently elected for the DECA Club, which provides contests, conferences, and leadership activities in the areas of marketing, distribution, and merchandising goods and services.

The following are the elected officers of DECA: Ed Wilson, President; Scott Mumford, Vice President; Radiah Pelzer, Secretary; Trey Watson, Treasurer; Charmane Osborne, Banquet Chairperson; Andrea Montgomery, Publicity; Demonte

Harvey, Social Chairperson; Marcus Jackson, Civic Chairperson; Cheryl Moss, Fund raising.

In a Lakeland Community College competition sponsored by DECA, Wilson placed third in economic concepts, and Mumford placed second in apparel accessories.

### Bender elected English department chair

The English Department has elected Jon Bender as the new English department chair, replacing Dr. William Newby.

Bender is currently planning for his job next year.

"I am now working with Dr. Newby so that there is a smooth transition into next year," Bender said.

In addition to teaching, Bender's responsibilities will extend into other areas.

"I will be working with the English teachers on a personal basis with a lot of issues that affect them and the school," Bender said.

### Sports writer Plimpton to speak at Shaker

The Shaker Lecture Series will present sports writer George Plimpton as a guest speaker on Tuesday April 16 at the high school auditorium.

The lecture series is sponsored by the Shaker Heights Teachers' Association and the Shaker Heights Board of Education.

According to the Teachers' Association and the Board of Education, "[Plimpton was] chosen for his ability to communicate, enlighten and bring us a fresh perspective."

### Students excel in Chemistry Olympics

Four Shaker students participated in the Chemistry Olympics held at North Olmsted High School on March 9.

The team of juniors Ahmad Atwan and Chris Hunter took third on the first year chemistry test. The team of juniors Ann Lindstrom and Michael Altose placed fifth in the second year competition.

## BRIEFS



# Opportunity available for useful changes

The Shakerite receives many letters to the editor concerning the need for changes in the curriculum of many courses offered at Shaker. Now, with changes in the math and science departments and the creation of the new position of Chair of Curriculum and Instruction, the school has an excellent opportunity to implement some of these long demanded modifications.

Other departments should rapidly follow the lead of the math and science departments in insuring that students are well grounded in the basics before they progress onto to higher levels and graduate. More courses should be modeled after the math department's new two year Algebra I offering and the new general science offerings which combine members of two grades in a single class.

Work should also be done to make curriculum changes that recognize the needs of special groups. This would include courses like Intervention Latin I &

II, which are designed to help those with learning disabilities or language deficiencies, and the enlargement of the A.P. program in many departments. It should also include a move by the social studies department to deal with demands for expanded coverage of the accomplishments of women and African-Americans in all history courses.

Presently, the administration and departments appear to be making strides in the direction of more thoughtful and expanded curricula and course offerings. If this trend continues and is adopted by more departments, the educational scope of Shaker is likely to improve over the next few years. Hopefully genuine action will be taken so this opportunity will not be wasted. This issue should not be discussed into oblivion in countless committee meetings that fail to result in any action. We are looking forward to the day when we can receive letters of support for our school and its programs rather than criticism and demands for change.

## RITE IDEA

# Intramurals offer improvement to athletics

BY JEREMY PARIS  
Staff Reporter

By the time this article is printed, I will know whether or not I made the junior varsity team baseball team. However, at the time that this is being written, tryouts are still going on. I face the dilemma that if I am cut, I will not be able to play baseball at all this spring.

There are many students at the high school in a similar situation. If they are cut from the team, they will not play team sports at the high school. If a system of intramural sports were to be introduced at the high school, it would give a lot of average athletes a chance to play their sports and improve.

Students who do not play on sports teams lack having a team experience. Being on a sports team helps teach how to work together, to accomplish goals and how to sacrifice players' glory for the sake of the team. Intramural sports would provide this needed team experience.

Intramural sports are competitive and fun without too much pressure placed on the athletes. Students without great sports ability would still be able to play in a competitive environment.

Intramurals would also help improve a general physical condition of students as well as improve their skills. In this way, a student who gets cut one year would have the chance to improve and perhaps make the team next year.

The time needed to commit to sports may also be a problem for some students. Intramurals would offer the opportunity for those students who do not have enough time and are not that serious about a sport to play it more casually.

Another problem in this school involves students who never interact outside of their social and ethnic groups. Students participating in intramural sports would be integrated with students outside their group.

There are, however, several problems involving intramurals which need to be solved if they are to take place. One of these problems is the cost of running intramurals as well as the need for equipment and places to play. Money could be raised if the students involved help pay for the sport. Some of the other Shaker schools could be used for intramurals or events could be scheduled around interscholastic sports at the high school.

The other major problem with intramurals is that they require some type of staff commitment in order for them to be run. The staff would have to serve as coaches or organizers for intramurals without pay, because intramurals have no budget. In other words, the staff would have to volunteer their time for intramurals to work.

Despite its problems, the advantages of intramural sports far outweigh the disadvantages. They would allow a larger and more varied segment of the student population to become involved in athletics and they would be a source of fun. Hopefully, in the future intramural sports will be offered at Shaker.



Shakerite Artwork by Coleman Burditt



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Letters to the editor must be signed and may not exceed 250 words. Letters, subscription and advertising inquiries should be delivered to the Shakerite office in Room 224, or mailed to: The Shakerite, 15911 Alderside Drive, Shaker Heights, Ohio 44120. The Shakerite reserves the right to edit or reject any letter to the editor or advertisement.

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Shakerite Artwork by Coleman Burditt and Oliver Dalzell



## LETTERS TO THE EDITOR

## Test results disturbing

To the Editor,

I have been a Shaker student since kindergarten and have been consistently told of Shaker's accomplishments and the many achievements of its students. But the recent results of the ninth grade proficiency tests only confirm my long felt suspicion of the continuing downfall of Shaker students.

It seems as if Shaker on the average is becoming less and less competitive. If this trend continues, I think we will see fewer and fewer new students each year. Schools like Solon will become the premiere schools for families moving into the Cleveland suburbs. But what concerns me even more is the effect these test results could have on Shaker. I take much pride in attending Shaker and I would hate to see mine and other student's pride lessened because of these tests.

Joshua Goodman, Freshman

## Racism blamed for S.O.A. failure

To the Editor,

Shaker is a racist institution without a doubt. Over the past few months a young black group was trying to survive and manifest in this school. Unfortunately we received very little support from the principal or any others, eventually leading to our break up. This black group was Sons of Africa, now just another black failure of the system. But, back to the racist issue. I must say that this school puts on a front when it comes to black people. For the first time since I've been here, there was no school recognition of Black History Month.

Being concerned members of S.O.A., we tried to fix this. We went to Mr. Smith and received little support. We then went to Dr. Rumbaugh and Mr. Mohny who said they'd love to help black students, but didn't. We, African-Americans are tired of being played like suckers. We are tired of activities being discontinued due to too many "Blacks." When will this school grow up? Dr. Rumbaugh, we are no

longer the minority but the majority. So, if the term majority rules rings a bell, let it manifest. The things I have said are not racist, but truth. And if the truth hurts, feel the pain.

Mike Simmons, Junior

## More parking needed

To the Editor,

I am upset over the absurd parking situations here at Shaker. The oval does not have enough parking to satisfy the needs of the mobile student body. I am constantly confronted with a packed circle and a 30 minute parking zone on Warrington. What's the point of driving to school if you have a 10 minute walk from your parking space?

I am not asking the administration to make the baseball field into a parking lot, I'm asking them to be realistic. Students need more practical parking spaces. My solution is to get rid of unnecessary illegal parking zones. What good are the police if all they do is ticket students' cars?

Peter Mannen, Senior

## Diving lacks coverage

To the Editor,

An important aspect of the swimming team was missing from the Shakerite's Feb. 7 issue, the diving team. Diving has done very well this season. At the Heights meet, the girls took first, second and third places, while the boys took first, third and fourth places. This event gave the girls a 10 point difference and the boys a six point difference.

The Shaker diving team has been dominant in the L.E.L. for over 10 years, receiving honors given to girl divers for the last three years. Not many other teams have been that consistent. Since we will lose only one senior this year, our team is young and successful so there's no telling what may happen.

In the future please keep in mind our contributions to Shaker Swimming and to the Diving Team.

The Shaker Diving Team

## War view demanded

To the Editor,

I was appalled when I read the Feb. 7 issue of the Shakerite. There were two articles written for peace and against the government, yet the survey of the news page showed that 60 percent of the student body was for the Gulf War. I thought that the Shakerite was written for and by the students of Shaker. Why then was the only viewpoint opposing the Gulf War expressed in the sports pages?

All I ask for is some conflicting views on the war. The Sports pages are an inadequate place to express the views of those who oppose the war, though Brian Resnik's article was nothing less than factual and outstanding.

Brandt Butze, Senior

## Black History Month ignored

To the Editor,

February was Black History Month, yet no mention of it was made in the Feb. 7 issue of the Shakerite. Also, little effort was made by the administration to acknowledge February. We are given the shortest, coldest month of the year to reflect on the many contributions that black people have brought to society.

For example, we read and learn about Greece and Rome, but not about Egypt, one of the most advanced ancient civilizations. We learn about the Wright brothers, and their airplane flight, yet scientists have found a 2,300 year old glider model in Egypt, home of the "right" brothers. We learn about Thomas Edison and his light bulb, but never about Louis Latimer, who invented the carbon filament for the light bulb.

There are many more examples, but we may never know about them because they are not in our history books. If we knew our history then we would be successful in our future endeavors, but for now we ignore our history books because they ignore us.

Larry Braddell, Sophomore

## War is over, but struggle now begins

## PERSPECTIVE

BY DEBRA MAYERS

Opinion Editor

The war has ended, Kuwait has been liberated and America has been instilled with a new sense of pride, yet all this seemed too easy, too perfect.

Though warfare may be perfected by practice, war is not and should not be a perfect thing. It happens and then is over. There are no second chances. Because of this, unexpected events occur.

Yet almost every condition that possibly may have gone wrong did not. Israel did not take revenge on Iraq, so the Arab coalition was not disturbed. There was a low number of casualties. The war was shorter in length than most people expected. The deadly ground war that worried the country turned out to only last a few days. Even the weather, which nobody can control, was in our favor.

Perhaps President Bush has psychic powers that enable him to foretell the future so that he may have predicted exactly

how this war would and did proceed. If this were the case then I would agree that he deserves his newly found popularity. But it seems that all Bush did was address the union a few times, instruct our troops to head across seas, wave to the people and "voila" he's got his name etched out in history books.

However the conflict is not over, the hard part is just beginning. Peace and a "new world order" are easy to ask for but hard to accomplish. The room for failure is much higher during the period following a war than the war maybe itself. It is simple to say let's return things to the way they were before, but conditions have changed, things will never be the same. So, someone working to restore the situation is faced with a much harder challenge.

A good example of this would be the Civil War, though different in many more ways than alike, the period of Reconstruction following it proposed many more political challenges that the war itself did.

There are many more turns and bends in the period following a war. A wrong turn after a war may have drastically different

consequences than during the war. In fighting a war there is one common goal, that of winning. The path taken may not be that consequential. But during the period afterwards, the different roads may mean different outcomes.

If Bush is meant to have a place in the history books, then now is the period when he will earn it. This is the part where his true capabilities are revealed and used. We've seen the troops in action and now it's time to watch Bush.



Shakerite Artwork by Herb Ascherman



# CULTS

## PROSEN OF THE MIND

## CULTS LOOK FOR STRENGTH CAUSE DEVASTATION

### COMMENTARY

BY SHERI SPITZ  
Contributing Editor

We returned from breakfast that morning to find our routine disturbed.

We had been at Camp Wise for two weeks now and had established an order to our daily life. However, that morning, when we returned to our cabins for cleanup, we each had a small red stone on our pillows. For a minute we just looked at them but then laughed as we realized that this was probably just a preface for that night's evening program.

We returned to our cabins several times during the afternoon finding larger rocks each time. After dinner, the rocks were bigger yet, and instead of putting them on all the beds, the rock giver had placed them only on certain beds. Convinced that she knew something I didn't, I demanded of one of my cabin mates who didn't get a rock to know what the secret plan was. She demanded the same of me. Finally, we all ran to the meeting place to figure out what was going on.

As we all sat down on the floor, the other campers joining us, everyone was guessing what was going to happen. When all the campers were there, the doors shut and we all became instantly quiet. We all saw it at the same time. There was a huge red rock sitting in the fireplace.

The counselors around us started to chant. "Red means love. Red means life." Over and over again they made motions with their arms first touching their fists to their shoulders and then stretching their arms out straight. The campers began their chant as well. People were shouting and stamping their feet with an intensity I had rarely seen.

At that point, a counselor, Kevin, walked in wearing very flamboyant clothes and a very strange grin.

"I am Doctor Love," he announced to us. "I want you to join me in a place where everyone loves you, a place where you will never be alone."

On and on Kevin went extolling the virtues of this wonderful place he was offering us admittance to until we all became very excited. When Kevin shouted, "Can you give me hallelujah boys and girls? Will you join me in this wonderful place," we all answered with one voice. "Yes," we shouted. "Yes, Kevin. We want to come with you."

At this point Kevin stopped his act and explained. That night's program was cult night and we had all just fallen prey to his.

They divided us up into five groups and left five people out. I was one of those five people. The groups were sent to different cabins with a counselor and the five of us waited in the laundry room. When Kevin came, he sent one of us into each of the cabins. I walked into my assigned cabin and found the group of campers huddled around a bed. They asked me to lie down. They began to do everything they possibly could to make me feel comfortable. They fluffed my pillows, stroked my shoulders, offered

*"They fluffed my pillows, stroked my shoulders, offered me blankets and talked to me in very soft, soothing voices. I was very comfortable and relaxed. Then they began to try to persuade me to join them and Brother Love on a search for truth and happiness."*

me blankets and talked to me in very soft, soothing voices. I was very comfortable and very relaxed. Then they began to try to persuade me to join them and Brother Love on a search for truth and happiness.

Just as I was about to give in, the counselor for my group, Susan, stopped us and asked me to talk about how I felt at that point. I told them how confused I was. I told them that I had been on the verge of giving in. Susan told us that we were due back in the meeting place then, so we all walked out of the cabin.

When we had all settled ourselves Kevin asked each of the five of us to tell how we had felt in the cabins and I told my story again. Then Kevin turned the floor over to Susan. She began to speak and, as she did, a tear rolled down her cheek.

"I was in a cult," she said. "It was called Jews for Jesus. I was only a freshman in college."

She explained to us that she had been very lonely her freshman year in college and she had always eaten alone at meals. One day, another student, Jeff, came and sat next

to her and they began to talk. They had everything in common and they began to spend time together. As they became better friends she began to trust him, and one night, when he asked her if she would like to attend a religious meeting with him, she said yes without thinking twice. The meeting they went to was for Jews for Jesus. From that night on she was caught.

As her year went on, she became more deeply involved with the cult. She knew that it went against everything she believed in, and yet, she felt that she was helpless. The cult had obtained, without her even knowing, a complete hold over her mind. She eventually found out that Jeff really had very little in common with her. In reality, the cult had spotted her as a possible member because of her emotional and intellectual strength, and had learned everything they could about her. They then taught Jeff to become everything she needed in a friend. She found out that he had even learned to play tennis so he could play with her.

When she wasn't doing school work, she was with the cult. She was left no time for anything else. They would call her at all hours of the night, demanding that she perform tasks for them, she got no sleep and her grades began to slip.

Finally, Susan realized what was happening to her. She left college, to go home and get away from them. When she got there, she found that she was no longer welcome in her own house. Her own parents, who believed in the Jewish religion very adamantly, were so angry with Susan for joining a cult which was so obviously against everything they believed in that they disowned her. She had returned for help to her family and found the door locked.

As we watched Susan explain, I began to feel afraid. With the tears streaming down her cheeks, she talked softly of her escape. She had managed, at the end of the year, to remove herself mostly from the cult, but that they still called her endlessly. She told us that the only way out for her had been to come to camp that summer. And the last thing she said was the most shocking thing of all.

"They are not looking for the weak," she said. "It is not as simple as that. They want the strong ones, the ones who can do everything that they need. Any one of you sitting here tonight would be prime candidates."

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*"When we ask ourselves who joins cults, it is important to remember that cults are not alien to the culture, but part of it."*

*"The notion that only 'crazies' join cults is misleading. What we are really trying to assert with that assumption is that it can't happen here. It can't happen to you or me. Whether we like it or not, the facts speak otherwise."*

*"Shame is one of the invariable consequences of cult involvement...ex-members feel 'stupid' for having been taken in, ashamed of the fact that they were 'duped' and ashamed of the humiliation to which they allowed themselves to be subjected and to which they subjected others."*

*"Explaining to someone unfamiliar with the cults just why one joined is neither simple nor straightforward. 'People just don't understand what the group puts into your mind,' one of psychologist Margaret Singer's patients told her. 'Psychological pressure is much heavier than a locked door. You can bust a locked door in terror or anger, but chains that are mental are hard to break.'"*

Source: *Cults in America* by Wilm Appel

## EX-MEMBER EXPLAINS CULT APPEAL

BY SUSAN CONNELLY  
Feature Editor

It started out as a meeting to participate in meditation and progressed into a religious culting that said they were the chosen people by God and that they should prepare for the end of the world. It ended in hypocrisy and disillusionment. From 1973 to 1976 this was the life of Greg Liber as a member of a religious cult.

Liber first met "Sir" and his followers when a friend asked if he wanted to go to a meeting. At that time Liber was interested in meditation and yoga, so he agreed to go to the meeting to learn more about them.

"At the first meeting I was interested, but the people seemed too enthusiastic and 'Brady Bunch,'" Liber said. "But I was really interested in developing spiritually so I thought I just wouldn't let their attitudes

get in the way of that."

However, according to Liber, as the meetings progressed the group became more appealing. The group told him that they were the chosen people.

"They said things like 'I have a really special feeling about you' or 'God told me that you are meant to be here with us,'" he said.

The meetings consisted of music, sharing of spiritual growth, meditation and prayer. In addition there was a taped or live message from the leader who was simply referred to as "Sir."

"Sir" said he was in communication with God and Jesus. He said we must prepare for the second coming of Christ and the end of the world by buying survival equipment, dry goods and sleeping bags."

In addition to these meetings and preparations, the disciples, as they were

called, had to obey other rules. Liber said that they were expected to keep an hourly log recording their activities. They also had to do meditation and visualization for two hours a day. Finally, they often took part in retreats and survival exercises to prepare for the end of the world.

"Some of those survival exercises were somewhat dangerous," Liber said. "We would hop freight trains and climb water towers. A couple of people almost drowned crossing a river once."

Other requirements of the cult included celibacy and a promise to discontinue contact with families.

"The police were after them because parents had gone for long periods without seeing their children," Liber said.

For Liber, the end came when he discovered that while he was following these rules, "Sir" was having sex with members of

the cult. He felt that there was too much hypocrisy going on for him to continue.

"When you're right out of college and people tell you that you are special and that you are chosen by God, you want to believe it. It feeds into your ego," Liber said. "You want to revolt against your parents... But when I grew up and became an adult, it seemed silly, so I left."

Liber left the cult 15 years ago. However, even though he knows about the hypocrisy, he still does not altogether condemn the cult.

"I learned a lot of good things there," Liber said. "These cults don't work unless you agree to go along. I don't buy this stuff about being brainwashed and not knowing what you are doing. You can't give up responsibility for your life. When I didn't like it, I just left. You are always in control of you."



Shakerite artwork by Herb Ascherman

## RELIGIOUS CULTS DEVASTATE, UNWILLING TO GIVE UP CONTROL

BY JENNIFER FRIEDMAN  
Staff Reporter

"When you deprogram people, you force them to think. I hit them with things they haven't been programmed to respond to. I keep them off balance, and this forces them to begin questioning, to open their minds," said cult deprogrammer Ted Patrick.

Often times, when deprogramming, Patrick finds that suddenly a person will begin to think independently again and will realize that the cult is wrong. "There will be a minute, a second, when the mind snaps, when the person realizes he's been led to by the cult and he just snaps out of it. It's like turning on a light in a dark room," he said.

While most cult members need outside help when leaving the cults, about one-third walk out on their own. Some may leave due to boredom with tedious work. Others, who originally were made to feel loved and important, eventually blend in with the crowd and become just another member.

When deprogramming a member, it is important to emphasize reestablishing identity, according to Dr. John Clark, psychiatrist. It's important to help them pull together the pieces.

"It's necessary," Clark said, "to make sure they recognize they've not come back into a perfect world—that they're right back where they were, a little older, but more experienced."

### THE NINE SATANIC STATEMENTS

Satan represents indulgence instead of abstinence.

Satan represents vital existence, instead of spiritual pipe dreams.

Satan represents undefiled wisdom, instead of hypocritical self-deceit.

Satan represents kindness to those who deserve it, instead of love wasted on ingrates.

Satan represents vengeance instead of turning the other cheek.

Satan represents responsibility to the responsible, instead of concern for psychic vampires.

Satan represents man as just another animal, sometimes better, sometimes worse than those that walk on all fours.

who, because of his "divine spiritual and intellectual development" has become the most vicious animal of all.

Satan represents all the so-called sins, as they all lead to physical, mental and emotional gratification.

Satan has been the best friend the church has ever had, as he has kept it in business all these years.

Source: *Cults That Kill* by Larry Kahaner

The cranes are frightening; homicides where the corpses are drained of blood with symbols such as a pentagram or inverted cross carved into their chests; satanic rituals with human sacrifices involving children and animal sacrifices, even a homicide where the decapitated victim is surrounded by colored beans and chicken feathers.

These crimes are the handwork of the most dangerous and visible cult today, Satanism. According to Larry Kahaner, in his book "Cults That Kill," Satanism is a religion which worships Satan or the Devil. Satanism borrows beliefs from many religions that came before it and even involves many practices of witchcraft.

"Keeping Posted," a magazine for Jewish youth, states that two other major cults in America are the Moonies, known as the Unification Church, and Hare Krishna. The Unification Church was founded by the Reverend Sun Myung Moon. All the money members earn goes directly there. Moon claims to be the messiah. Moonies use deception for purposes of recruitment and fund raising.

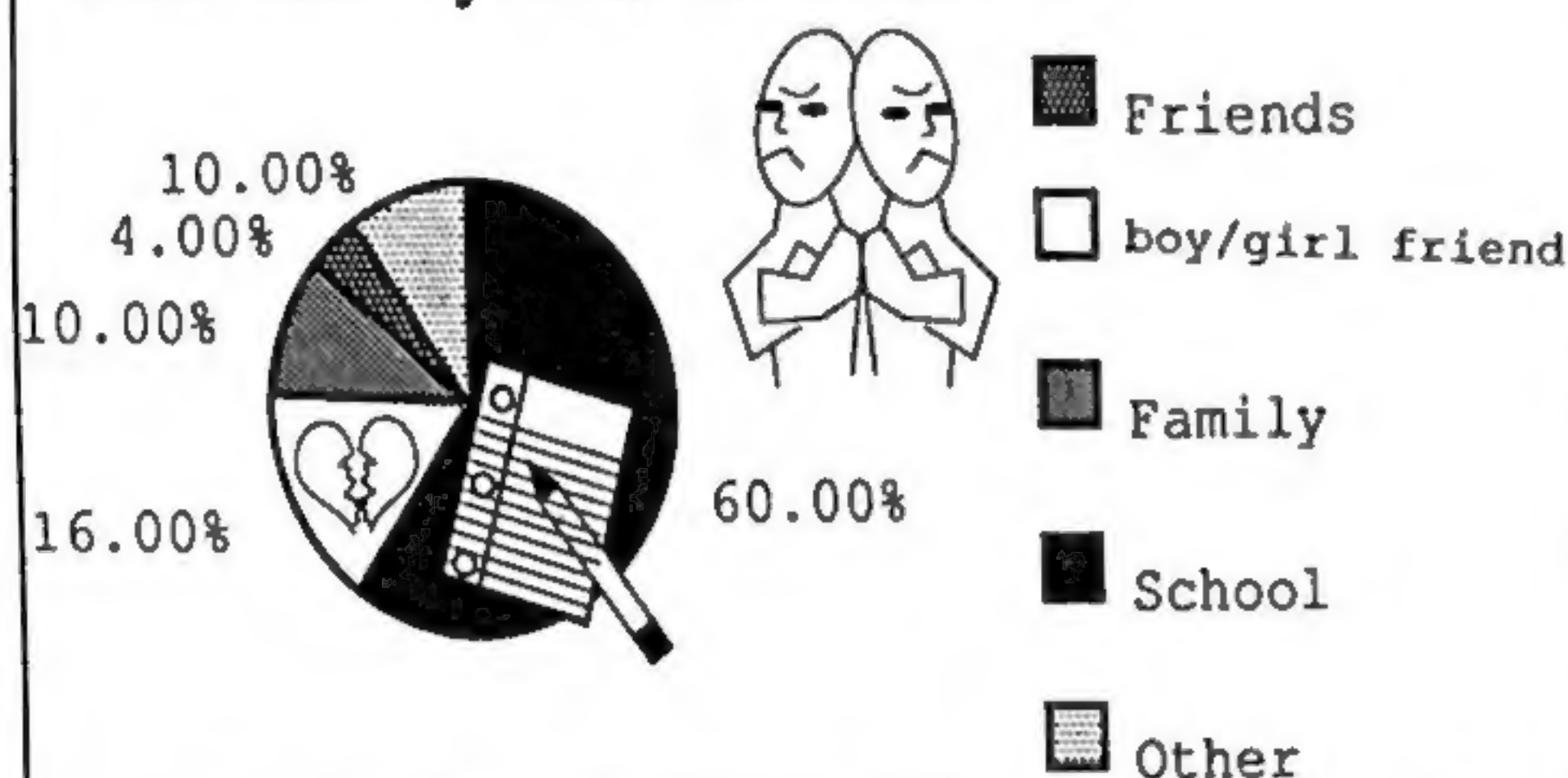
The Hare Krishna movement is another religious cult. Followers worship Krishna, a famous Hindu god and follow many of the Hindu practices. This cult is highly religious and members spend most of their time studying and praying. The major emphasis of this cult is to spread "Krishna consciousness."

Source: *Cults in America* by Wilm Appel

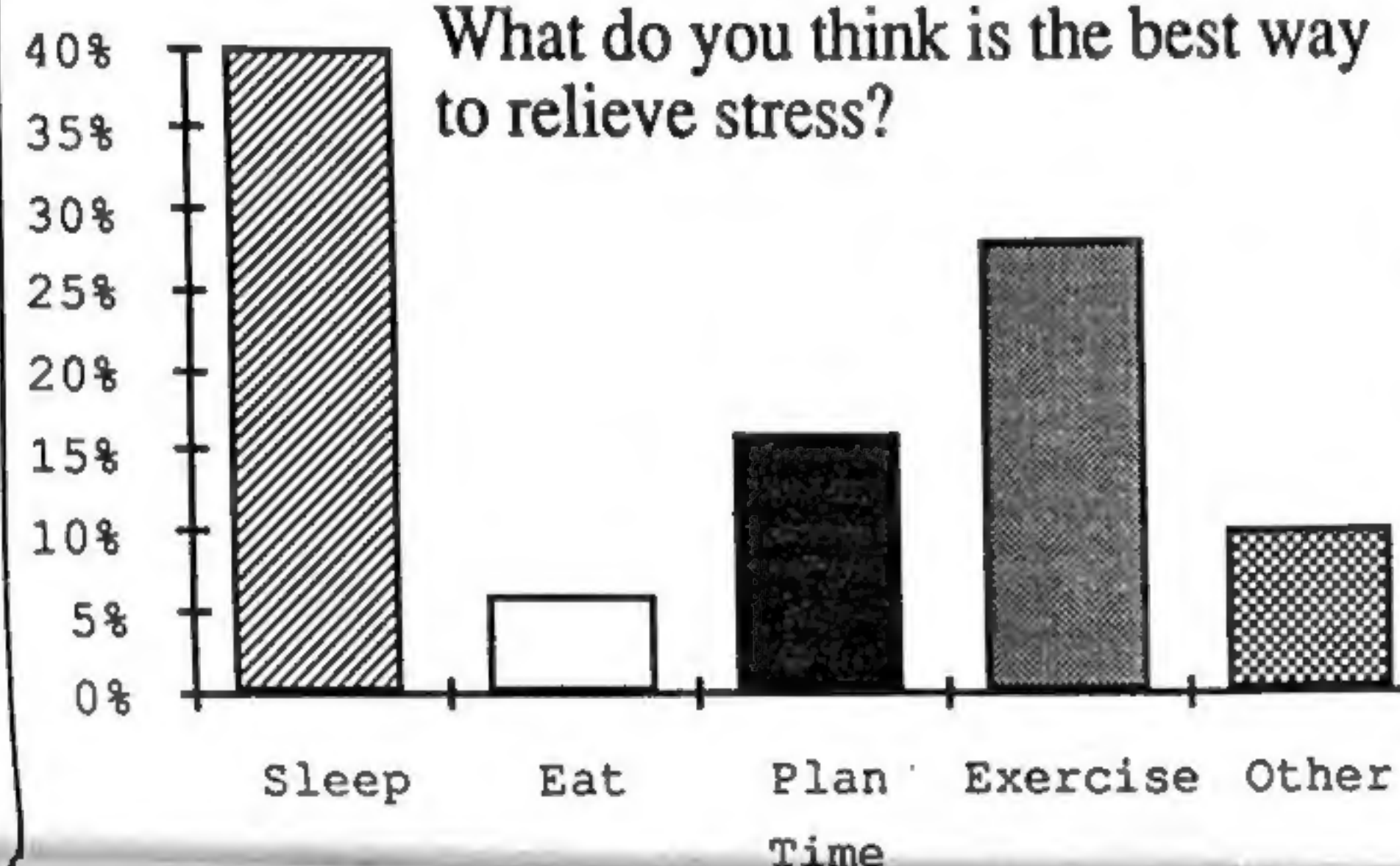


## Students share opinions on stress

What causes you the most stress?



## What do you think is the best way to relieve stress?



Graphics by Kathryn Schulz

## Students, teachers reveal anxieties

BY LAURIE GREEN

Staff Reporter

You just got into a fight with your boyfriend, you have two tests to take, you got six hours of sleep last night and you forgot about the English paper that is due tomorrow. You're not the only one who is stressed.

Health teacher Hubert McIntyre estimates that 100 percent of students, teachers, and administrators suffer from stress.

"Everyone in this building has stress," McIntyre said. "As long as you are alive, you cannot escape it."

According to *Health and Mind* by William Kane, "...stressors refer to situations or things that cause stress. The most significant stressors, either good or bad, are... changes in the pattern of a person's life."

Health teacher Christy Russo feels that although both students and teachers encounter stress, the causes differ.

"Getting good grades in school, peer pressure, dating and meeting the expectations of parents are stressors for students," Russo said. "The main stressors for adults include loss of a loved one or problems with relationships, jobs and money."

Students agree that school causes the most stress in their lives.

"Studying for tests causes the most stress for me," freshman Lisa Schwartz said.

Many teachers feel that the main stressors for teachers are having to play so many different roles for students.

"Teachers have to be many hats in counselors, peacemakers and psychologists."

Most teachers agree that school causes just as much stress in their lives as it does for students.

"As a teacher the major cause of stress is the time I have to spend outside of class grading papers and thinking about school," math teacher Dennis Hogue said.

Minimizing stress can be accomplished with enough effort and discipline.

"I think people can alleviate a lot of stress by managing their time wisely to allow themselves to get their work done and still have some time for themselves to relax," said Russo.

Some students attempt various methods to help themselves alleviate stress; others concentrate on one task.

"Skating helps me to relieve stress because it takes my mind off of things," junior Stacey Simon said.

Stress can be as mild as "butterflies in the stomach" or as serious as ulcers.

"People react differently to stress; however, some common signs are depression, anxiety, irritability, loss of appetite or overeating, insomnia, lack of motivation and withdrawal," Russo said.

Most students feel that eating and sleeping habits have a direct relationship with the amount of stress they encounter.

"When I don't get enough sleep, I am more stressed than when I am well rested," junior Kim Cole said.

From a poor test grade on your English essay to a getting into a fight with your boyfriend, the best way to handle stress is to admit to it.

"Stress is not bad...it is all in how you cope or deal with it that leads to results," said McIntyre.

## STRESS

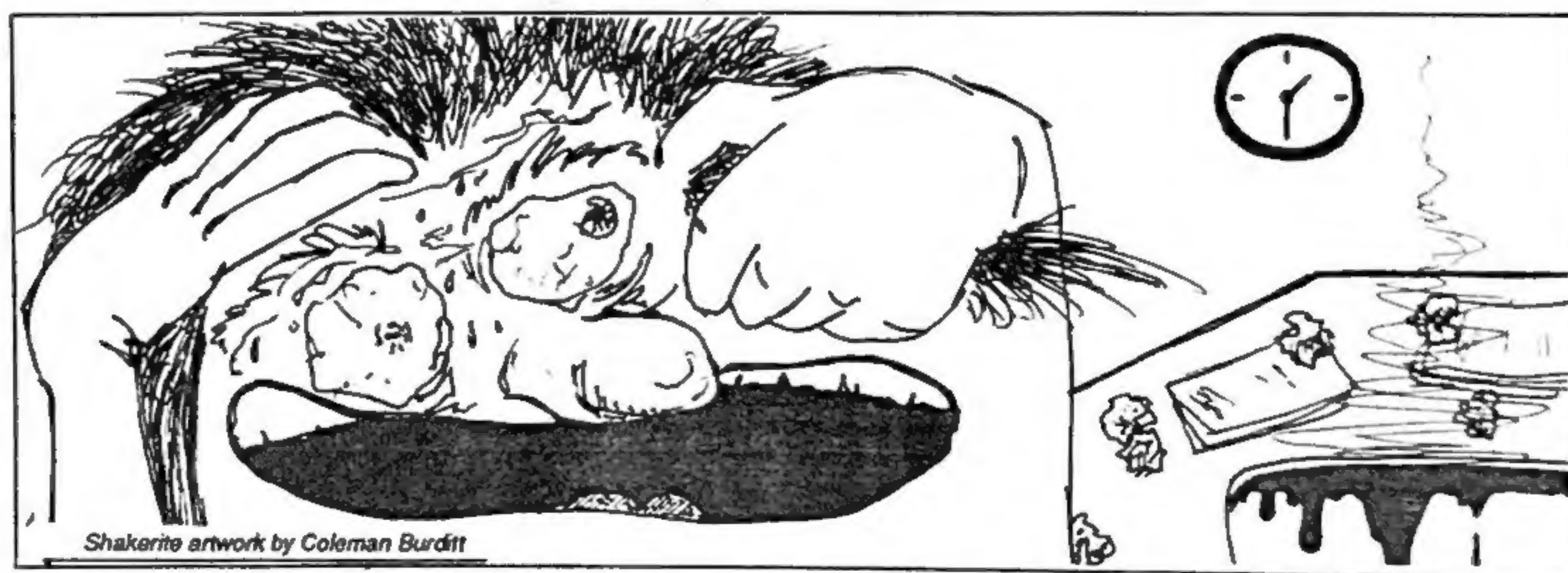
## Tests, term papers breed pressure, hysteria

BY KATHRYN SCHULZ

Staff Reporter

It is midnight, and I am writing a term paper with one hand and 25 percent of my brain. With the other hand I am pouring caffeine in any available form into my body. Fifty percent of my brain is sleeping. Seven percent is thinking frantically about all the other things I have to do. Seven percent is asking why I didn't do this two months ago when it was assigned, and 10 percent is constantly watching the clock and perversely reminding me of how little sleep I am going to get tonight. The remaining one percent is high on caffeine and is having a grand time poking nerve cells and watching my coffee-controlled muscles shake uncontrollably. Put simply, I am under a lot of stress.

Forget about beneficial stress and the I work-better-under-a-little-pressure nonsense. This article is about serious, near-hysteria level stress. This kind of stress occurs in one of those weeks when your grandparents are in town, your boy or girlfriend isn't speaking to you, your dog died, you got into a car accident in your dad's car and the guy you hit was his boss, you failed at least one test and have at least four more to take, you're two and a half weeks behind in your math class, you've forgotten at least three vitally important things but you're not sure what, you're babysitting for infant triplets every night this week and have to read 450 pages of history by dawn. If that's a run-on sentence, well, that's what stress is all about. It is one long run-on sentence of a week. If you haven't at some point seriously contemplated: (a) fleeing the country; (b) throwing every school related object you



Shakerite artwork by Coleman Burditt

can find out the nearest window; (c) throwing yourself out of the window; or (d) how comparatively relaxing it would be to live in Kuwait, than it is not real stress yet.

The high school is a place simply teeming with opportunities for really high-level stress. Classes are one thing. Right there, you've got enough stress to earn a few good psychiatrists early retirement. If you're really trying to avoid stress, I advise all freshmen to avoid upperclassmen, all sophomores to leave school before their junior year, all juniors to forget about SAT preparation - it's too late, nothing can save you - and all seniors to forget even trying to apply to college.

In fairness to the high school, there is at least one class whose purpose is to alleviate, rather than elevate, stress. I recently had the privilege of being enrolled in this class,

namely Stress Management. Mostly what I gained from this is an extra hour of sleep a day, and believe me, it made all the difference. Sleep is a rare and valuable thing in the life of a stressed teen. Our kindergarten teachers knew what was up: if nap time was instituted on a high school level, we would all be a little bit more relaxed and content. Now I have First Aid instead...in case I do throw myself out of the window, I guess.

All of us have heard a health teacher tell us that stress is unavoidable, natural, and even a little healthy. If it is natural for a 17-year-old male to throw himself in front of a computer and weep, or for a 16-year-old to swear at her math book for 15 minutes straight, well, so be it. There isn't much we can do about it. The best way to deal with high stress periods is not, I repeat NOT by breathing deeply and gradually tensing and

relaxing parts of your body. Nor is controlling your sleeping/eating/studying/time management habits likely to be successful. Who among us has not resolved at the beginning of every semester for years and years, that this is the semester we would be responsible, organized, and calm? How many of us are? Actually the best way to handle heavy stress is to try and keep a good sense of humor about it. It's important to remember that in 10 years, you won't remember the 14 percent on the math test, your boy/girlfriend's name, and with any luck, you won't care.

I sincerely hope that all of you make it through high school and its accompanying traumas without serious side effects. I would be more than happy to provide other advice and helpful hints if you see me at a later date. But, right now, it's 12:30 and I have to finish a term paper.



# Students say black universities can offer identity, quality education

BY NANAR TABRIZI

Staff Reporter

Millions of homes across the nation tuned in to watch her grow up. From braces and high school dates, the "Cosby Show's" Denise Huxtable evolved into a young woman leading a life at a fictional black college. Although the casting has changed, the series "A Different World," continues to depict the life on the black college campuses that have become so prominent in this country.

"The trend toward black colleges has to do with the trend towards Afrocentricity," sophomore Rob Freeman said. "People are looking for their roots. For some people, going to a black college makes them feel more black."

Black colleges originated after the Civil War, when states attempted to avoid admitting blacks to existing institutions. The historical background, rather than the percentage of races attending these institutions, constitutes a black university. While these colleges are predominantly black, they often contain a large percentage of whites as well as other races and ethnic groups.

Other than the fact that private black colleges have kept tuitions at about two-thirds the national average for all private colleges, some students point out the need to economically contribute to the black community.

"I would like to go to a black college in order to keep my money in a black community," senior Imeni-Ife Smith said. "Except for students and alumni who are black, there are no supporters elsewhere."

Studies from 1987 indicate that although these institutions attracted only 16 percent of the nation's black students, they still granted nearly 40 percent of the bachelor's degrees earned by blacks, according to Newsweek. Recent studies have also documented career results. Jamille Braddock, a sociologist at John Hopkins, found that female graduates of black colleges earn higher average salaries than black female graduates at other institutions. Black colleges have produced contributors to society such as "60 Minutes's" Ed Bradley, astronaut Ronald McNair and Chief Justice Thurgood Marshall.

Shaker counselor Freddie Holman, an alumnus of Cheney University, a black institution, feels that historically black colleges offer a number of beneficial attributes to

learning environment of my own. If you see blacks excelling, you want to excel also," she said.

Senior Jimmy Lewis, who will be attending a black college Morehouse University next fall feels that black colleges have more to offer than other schools.

"A white college doesn't really care for me. It just wants another black person to

University, decided against it.

"People tell me all the time that you can learn more about yourself at a black college, I feel the exact opposite," Bell said. "After you finish college, you're in the real world and you need to be able to relate to others and get along better with all people."

Junior Tiffany Hollinger expressed her desire not to attend a black college because of a greater demand for a minority female in a white college as opposed to a black female in a black college.

The issue of black colleges also brings up the issue of segregation for many. As a result of a 1972 desegregation decision, 19 southern states and border states were coerced into tearing down their separate and unequal higher-education systems and to put more money into black schools.

However, according to junior Victoria True, going to a black college would demonstrate segregation.

"Going to an all black college will show approval of segregation," True said. "Black students would be angry if there were all white schools and they would have the right to be; but it works both ways."

Holman, on the other hand, believes that the facts show that black colleges do not foster segregation.

"There's no such thing as an all black college. Just as other schools are under federal mandates against segregation, so are black colleges. The only difference is that black colleges have a prominent amount of black students," Holman said. Society in which both colleges and races can coexist.

"If you have one race, that's just like having one page from a book," senior Ken Mitchell said. "You don't have anything else to read."

Some students who choose to attend these black institutions are in search of their identity, while others simply desire a quality education. Whatever their reason, black



**SCHOOL DAYS.** Senior Angie Pope sports a Hampton University sweatshirt. Hampton is just one of the many black colleges that students today choose to attend

Photo by Jon Woods

students.

"Black colleges provide an atmosphere conducive to the development of a positive cultural identity and a high self esteem in one's abilities," Holman said.

According to Dietra Harrison, an environment in which one can relate to others provokes a more competitive atmosphere.

"I would feel more comfortable in a

make it look good. Black colleges aren't there to cater to you, but they're there to make you work harder and be the best you can be," Lewis said. "Other school would pass you through for your sports abilities, while black colleges are there to make you learn."

However, senior Sedrick Bell was one who after considering Morehouse

## Life without words: Stuttering may lead to feelings of isolation, lack of communication

BY SUSAN CONNELLY

Feature Editor

For most people, words are a means of communicating. Through speaking we are able to express what we are feeling, ask questions or provide answers. But for others, words can stand in the way. For senior Prashanth Sunkureddi, words created a barrier between him and his ability to tell the world all that he wanted to say.

Prashanth suffered from what is referred to as stuttering. For several years he was unable to complete full words or sentences. Instead, characteristic of stutterers, he repeated words or letters until he was able to overcome the barrier and complete his thought. Though for some this condition may come and go without much impact, for Prashanth, it effected almost every part of his life.

"Just imagine every time that you have to speak during the day. Talking to a friend, on the phone, anywhere. I have the fear that I can stutter at anytime," Prashanth said.

Prashanth, now a senior, first began stuttering when he was a sophomore, a year after he moved here from India. As a result of his stuttering that year, his grades slipped and he began to have more difficulty in school.

"I couldn't ask questions in class because I was worried that I would stutter and be embarrassed. In 10th grade I would make up excuses like I didn't do the homework so that I wouldn't have to speak. I think people began to think I was dumb or lazy," Prashanth said.

According to Prashanth, the fear that he

was going to stutter prevented him not only from talking in class, but often from making friends.

"By the time I could initiate a conversation, I was so anxious that I would stutter more. It therefore was difficult to communicate with other people so it was very difficult to have good relationships. At times I would see other guys being articulate and talking to one another and it would hurt inside," Prashanth said.

In addition to being anxious, Prashanth said that a low self esteem and the fear that he would stutter and embarrass himself also contributed to the stuttering problem.

Prashanth described stuttering as an emotional rather than physical problem. However, it also has physical effects such as an increased heart beat, sweating and shaking at its worst times.

"During periods of disfluency I can hear my heart beat in my ears," Prashanth said. "People look at me like they are embarrassed for me. They want to help, but it doesn't help when they try to finish my sentences for me. It's hard because I am not sure if they understand what I am saying or if they get the point. I often wonder what they think about me."

Despite the fact that Prashanth stuttered, he said that it was difficult for him to actually admit that he was a stutterer for a long time. Prashanth said that in his junior year his English teacher, Carol Van Valkenburg, helped him with his problem and encouraged him to get help. This year he decided that he would stutter no longer. He decided to seek speech therapy.

"In therapy we slow down and we go

over the words I have difficulty with. I have learned to simply say to people I am a stutterer. I have to build up self esteem. I basically have to learn to speak all over again. It's really draining," Prashanth said.

Recently Prashanth has made considerable progress in that he no longer stutters when he reads out loud. However, he feels that it will take longer before he is completely over it. Prashanth, though, is patient and happy with his progress so far.

"I am ready to try all of those opportunities I missed. I want to say so many things in class. My real goal is to relive my high school years at Indiana [University]. I want a chance to talk so that I can really show my feelings. There is so much to say!" Prashanth said.

Although progress this far has gone well, Prashanth still has fears about his stuttering. He said that he often worries about what will happen if there is no 100 percent cure. At times when he is stuttering more often than usual, he said he fears what would happen if he never recovered into fluency.

Prashanth said that one day he dreams of being a politician or a lawyer, professions that require a great deal of eloquence. He knows that the struggle toward fluency is not over yet, but he thinks that the struggle is worth it.

"My role model is the Great

Gatsby," Prashanth said. "He has everything, but he lacks some part of his total happiness. I feel the same way. I am missing speech. If I had that, I'd have everything."



Artwork by Jeff Michel



# My battle with anorexia

## Student tells of the danger of eating disorders

In order to preserve the anonymity of the subject in the following article, she will be referred to as Jennifer.

BY REBECCA DAVIS  
Staff Reporter

When Jennifer was 16, her life stopped. For six weeks she disappeared from school and activities. When she emerged, she had to start life over with new priorities and with constant worries about food.

Two years later, Jennifer still has difficulty talking about the six weeks she spent hospitalized in the Cleveland Clinic for anorexia nervosa. According to Jennifer, she checked into the Clinic after her mother noticed she had not gained weight despite growing. At five feet, one inch, she weighed only 80 pounds.

"My body had come to a standstill," Jennifer said.

Jennifer attributed her low weight to the difficulty she had dealing with stress in addition to a low self esteem. Often these problems led to an extreme loss of appetite. Before entering the Clinic, she usually consumed only 600 to 800 calories or less each day.

"I wanted to get out of my body and be someone else," she said. "I wasn't the typical anorexic because I didn't diet. I just didn't have an appetite."

In the Clinic, an adolescent unit monitored her diet carefully by feeding her three meals and weighing her daily, Jennifer said. In addition, the Clinic's program included school, group therapy, individual by meeting goals set by her doctors. According to Jennifer it was difficult at first.

"With those first three meals a day I was overwhelmed," Jennifer said. "They had to coat my stomach with something."

Jennifer also remembered that she sometimes rebelled against the program.

"It gets to the point where you say, 'No, I won't eat because you're making me,'" she said.

Emotions and family conflicts troubling Jennifer, such as her parents' divorce and her father's alcoholism, were

Most important, Jennifer said, were the things she learned about herself and the person she hopes to become.

"When you are in treatment and you know that you have this problem, suddenly everything fits in," she said. "Things start to make more sense—why you're feeling the way you do—why your feelings are different from those around you."

Jennifer also talked about unpleasant memories.

"I saw people on feeding tubes, just things you wouldn't believe," she said quietly. "I saw people close to death."

When she was released from the hospital she was expected to consume 1800 calories a day. Jennifer said she found the transition into a normal environment difficult.

"I was safe in the hospital and now I was on my own," Jennifer said. "I spent a lot of nights crying. I work hard, but I don't always do what I should."

Despite her continued difficulties, Jennifer said that she has noticed positive changes in herself since she was hospitalized.

"[Before treatment] I was outgoing and I liked to talk to people, but I kept my feelings inside," she said. "I was a great actress."

"When I left I was better able to trust people," she continued. "Trust is a hard thing."

Today Jennifer is five feet, five inches, and weighs about 100 pounds. She has continued to see a psychiatrist once every three weeks. Now removed experience with an eating disorder.

"No matter how much you think it's going to hurt and how scared you are, talk to someone. You can't wait. This is your life we're talking about."



Art by I-Huei Go

# Experts link eating disorders to emotional problems, low self image

BY REBECCA DAVIS  
Staff Reporter

Your friend looks terrible, is critical of everyone and never talks about anything but food. What's wrong?

Quite possibly, this person has an eating disorder such as anorexia nervosa or bulimia nervosa.

According to Patricia Pilkington, a nurse in the adolescent unit of St. Vincent's Charity Hospital and Health Center, eating disorders are often the result of a distorted body image.

"[People with eating disorders] want to lose weight and be thin," Pilkington said. "They can't see how thin they already are."

Most common among adolescent girls, these disorders are linked to biological, social and psychological causes.

Bart Leuser, Coordinator of Outpatient Services for Child and Adolescent Psychiatry at the Cleveland Clinic, pointed to serious depression, obsessive behavior, low self esteem, family problems, a recent family loss and major stressors as causes of eating disorders.

"Part of the treatment process is to help identify what are the other issues in their life," Leuser said.

Leuser added that recent studies show 20 percent of people with eating disorders experienced sexual trauma such as rape or incest. Also, many bulimics have been found to

abuse drugs or alcohol, he said.

Further, Leuser said that although the stereotype of anorexics and bulimics as upper-middle class, highly intelligent and perfectionistic is no longer valid, female athletes and ballet dancers are still considered more vulnerable.

Once a person has been diagnosed with an eating disorder, treatment and/or therapy are usually necessary, health teacher Hubert McIntyre said.

"The person often isn't at liberty to just stop the disorder," McIntyre said. "They have become a victim of the disorder and are going to need some real assistance."

Inpatient and outpatient services for anorexia and bulimia are available at many hospitals. The Eating Disorders Center of Cleveland is located at St. Vincent's Charity Hospital and Health Center.

Despite treatment programs, Pat Goetz, chief of adolescent psychiatry at Laurelwood Hospital, said one third of eating disorder patients fail to recover.

Further, eating disorders have a mortality rate of approximately five percent, according to Leuser. He added that the death rate is probably higher, since many people die of related causes, such as heart attack or pneumonia. Leuser said early treatment could lower the mortality rate.

Beyond hospital treatment, family members and friends of a person with an eating disorder need to be supportive, Goetz said. She said family therapy is extremely helpful

during and following treatment.

Leuser said family and friends should avoid making any comments about appearance, food or weight.

"Talk about feelings," he said, and added that the person has probably been in denial about many of his or her feelings and problems.



Art by Kathryn Schulz

### Anorexia Nervosa:

Symptoms of anorexia nervosa include obsession with thinness, and self-starvation to lose weight. A person with this eating disorder may also use diet pills, excessive exercise, laxatives, diuretics or vomiting to lose weight. Although people with anorexia nervosa are often dangerously thin and malnourished, they believe they are fat and cannot maintain even a minimally healthy weight. A "typical" anorexic loses about 25 percent of his or her body weight.

### Bulimia Nervosa:

People with bulimia nervosa are also obsessed with their weight and appearance. Bulimia is characterized by cycles of dieting, interrupted by binges, or eating enormous amounts of food (an average of 4800 calories) in one sitting. Binges are followed by purging, or induced vomiting. Bulimics may also exercise excessively or use diet pills, laxatives and diuretics.



# Varsity lacrosse teams look for success in upcoming season

## Mens lacrosse looks for success in inaugural varsity season

BY ANTHONY SWERTLOFF

Staff Reporter

At last! After three years of waiting, the boys lacrosse team is now officially a varsity sport at the high school.

The new status has many players excited.

"It's about time," second-year player junior Caleb Willis said. "There wasn't enough support before."

In fact, a definite advantage for the team is the increase in support they will now be getting.

"It's a lot better this year," senior and three-year player John Homans said. "We will get more recognition from the school and a better reputation than [we would receive] as a club."

Financially, the school will help it out as well.

"We get uniforms, school sponsored, which we don't have to pay for now," junior J.D. Weinberg said.

Obviously, the team is anxious for its first game in early April and believes it is



**PENETRATING THE CREASE.** Junior Matt Fader dives into the crease against senior goalie Greg Miller. The boy's lacrosse team finished third in the state last year, and hope to repeat their success. Photo courtesy of the Gristmill

now bigger and better.

"The people who are returning are way better than last year," senior goalie Jemmel Williams said.

"We have a few exceptional players and

everyone is excited," Weinberg said.

Last year, the club played in a junior varsity division but will now play area varsity teams.

"The games will be much more fast-

paced and have more finesse rather than just hitting," third year player senior Andy Zehnal said. "We are going to have to adapt."

Despite the new style of play, the team has high hopes.

"Our goal is first place in states in our 'five year and under' division," Homans said. "We want to finish one step higher than last year."

As for a shortage of players to participate in this little-known sport, Williams said he sees no reason to panic.

"We should have a lot more people trying out this year because it is a varsity sport."

Homans said that as a varsity team, they will be able to do more with new players.

"Now that we are varsity, kids will know more about it," Homans said. "We can do a lot for them, like teach them. We need to keep their interest high."

Though the games will be harder and the scores will now go down in the record books, Willis stresses the overall goal.

"Basically, we just want to do well and win," he said.

## We are family... New coach leads girls lacrosse into spring

BY DAN FRIEDEL

This spring the girls lacrosse team is aiming to prove that they can play with the best of competition: varsity competition. Lacrosse has been a club at Shaker for the past two years and the team hopes to live up to their varsity status this year.

The incentive of a varsity letter has inspired many people to give the sport a try.

"We're largely a young team," senior Rachel Zamore said. "Not a lot of people have played before."

Being a varsity team helps in many ways.

"This year there are a lot of freshmen," sophomore Amy Kalan said. "There is new equipment, more coaches and the school helps with funding so we can go to camps as a team."

Last year, the team had about 30 players. This year, they have twice that number and will have a JV team.

The team said that first year coach Liz Griffith can lead them away from old habits.

According to team members, Griffith can relate to them

because she's funny, we can relate to her and everyone likes her, even though she works us hard," senior Theresa Colson said.

Other members said that Marilyn Hughes, last year's coach, may be hard to replace.

"We had a great coach last year," Kalan said. "She knew so much about attitude. We all really wanted to win."

Despite the coaching last year, the squad finished with a record of 2-8.

The team is working to become closer and more like a team.

"We don't want to be cliquish," Colson said. "We need to stay together and be one big happy family."

The team has scheduled a dinner to promote unity and spirit.

"I'm impressed with this year's team," Griffith said. "I haven't seen such excitement in a long time. They're really psyched about lacrosse."

Though it is hard to tell how well

the team will do this season, the team is definitely ready.

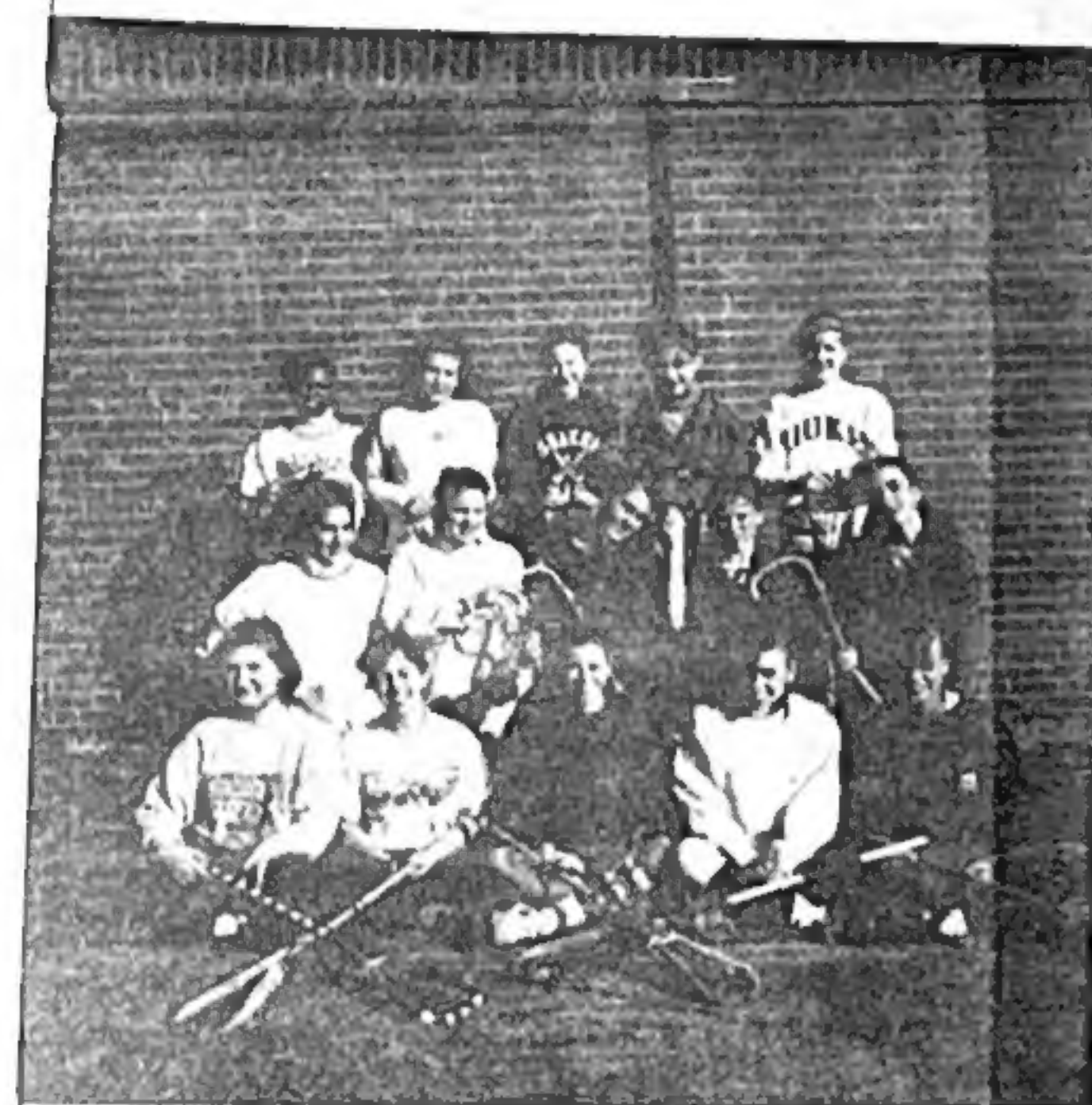
"Everyone is working really hard, and we're all pumped up," Zamore said.

In an effort to improve future high school teams, a lacrosse team has been formed at the middle school.



*"I'm impressed with this year's team. I haven't seen such excitement in a long time. They are really psyched about lacrosse."*

— Liz Griffith



**LOOKING UP.** Members of the girls lacrosse team pose for a photo. The team hopes to have a winning season in its first varsity season with new coach Liz Griffith. Photo courtesy of the Gristmill

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# Boys basketball defeats Shaw, advances to regionals Sims leads Raiders in 78-71 victory

BY BRIAN RESNIK  
Sports Editor

Led by junior Malcolm Sims' 37 points, the Raider basketball team beat the Cardinals of Shaw High 78-71 in the district championship on Saturday.

It was the third year in a row that the teams met for the district title. Shaker has won the past two.

The teams played to a draw in the first half with a 37-37 score at the intermission. That is when head coach Bob Wonson and his team decided to turn up the intensity.

"At the half we made a great commitment to get the ball down low," Wonson said.

The squad did just that, feeding the ball time and again to Sims, who exploded for 17 points in the third period and 25 on the half.

"It was always just a matter of getting me the ball underneath," Sims said with the net around his neck. "Nobody covered me all game."

Led by Sims outburst, the passing of senior Doug Underwood and the defense of senior DeShaun King, the Raiders out-scored Shaw 23-16 in taking a 60-53 lead after the third period.

In the huddle after the period, a calm Wonson tried to relax his excited players.

"We've beaten them six out of the last eight times that we've played them," Wonson said. "This is just another day at the office. We're better than them."

The Cardinals two victories came in the 1989 district finals, and earlier this year in a regular season game.

According to Sims, the earlier loss to Shaw was in the back of the team's minds.

Throughout the year, the team has tried to play together as a team. According to King, who had 19 points, the team put everything together for the showdown.

"This is the best we've played all year," King said. "We played like a family."

The team had high hopes going into the regional tournament.

Wonson was cautiously optimistic.

"There's good news and there's bad news," Wonson told his team in the locker room following the game. "The good news is that we go to Akron. The bad news is that it gets tougher."

"I know one thing though," Wonson continued. "We aren't going to be afraid. We've been there before."

Last year the team lost to St. Josephs 66-65 in overtime in the first round of the regional. This year they hope to go further.

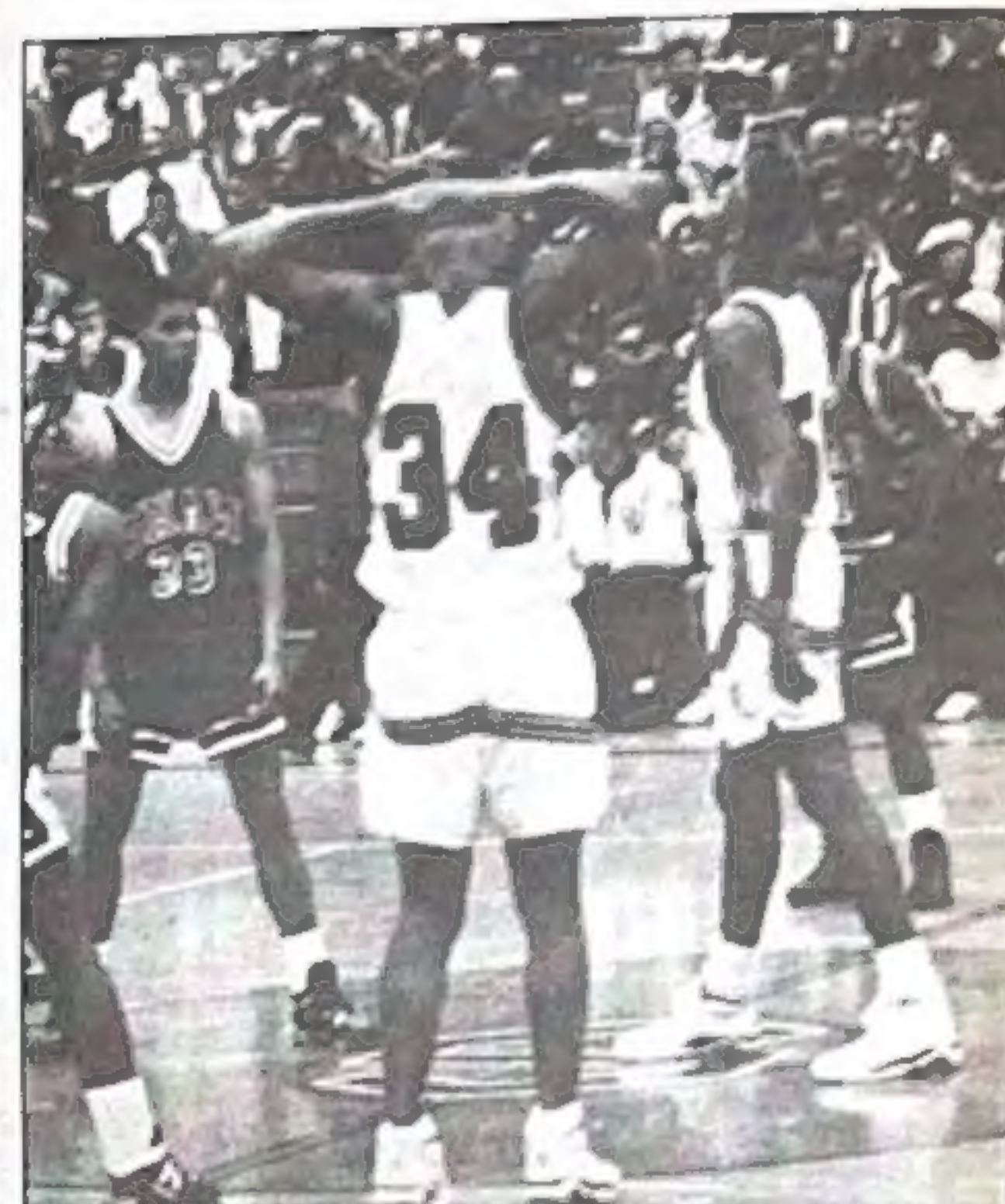
"Final four baby, that's our mission," Underwood said.

The region, which includes Villa Angela St. Joseph's, Barberton and Toledo St. John's, as well as Shaker was described by Wonson as the toughest of the states four regions.

Because the Shakerite went to press on Monday, the Barberton game could not be covered. If they win, they will face the winner of Toledo St. John's and VA/SJ. If they lose, they still will have equaled the best year in Shaker history by making the "sweet 16."

Former Raider basketball player Mike Matthews, who is currently a freshman at Miami University in Florida, was on hand to see the game. He had his own assessment of this year's team.

"This year was harder for them than last year," Matthews said. "They had to work for whatever they got."



GETTING SET. Senior DeShaun King prepares before tipoff during last Saturday's 78-71 victory over Shaw. Junior Malcolm Sims, 34, waits for Shaker also.  
Photo by Clay Weiner

## Baseball team faces uncertainty in new season

BY MARK SMITH  
Staff Reporter

With spring on the way, the varsity baseball team is gearing up for all of the swings, throws and catches of the new season.

As they are preparing for this season, not all members of the Shaker varsity baseball team are equally optimistic about their chances.

Head coach Charles "Buddy" Longo is one who has reservations about the team's chances this year.

"This isn't the kind of team to win first place in the LEL," Longo said.

Longo says, realistically, that the team may reach the .500 mark, but he is quick to admit that there are always "surprises," especially among the players of the junior and sophomore classes.

"Second or third place in the LEL is a realistic goal," Longo said. "But I am always hoping for the best."

Other players also felt that this would not be a first place year.

"The team has a long shot at having a very good year," junior Adam Axler said.

Axler says that the runs will come from the seniors and perhaps even from the younger players if the team is to do well.

"The team's success this year depends on the pitching," Axler said.

Junior John Perkins also believes that if the younger

players are above par, then Shaker will be one of the contenders.

Senior Craig Myers does not have as much faith in the team's chances. Myers is a pitcher, and is perhaps too strong of an influence to overcome.

Myers said that a "lack of good pitching" will cripple the team's chances for success.

Despite the odds facing them, team members have been preparing for this season.

Preparation through the end of February was primarily individual; however, approximately 20 players in the last two months got together on the weekends at the middle school, according to Longo.

Axler said that for two hours every Saturday he has been hitting and fielding.

It is difficult, especially for seniors, to practice because of the other sports in which they have obligations, according to Axler.

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